

GRMN 352H (GERM 304H/MCLG 331H/LS 322H)	German Culture, 1900 to Present
GRMN 362Y (GERM 362H/MCLG 231H/LS 221H)	Germanic Mythology and Culture
HC 122E	Ways of Knowing II
HSTA 101H/103H (HIST151H/154H)	American History II/ Honors American History I (The Americans: Conquest to Capitalism & Honors)
HSTA 102H/104H (HIST152H/ 155H)	American History II/ Honors American History II (The Americans: 1877 to the Present)
HSTR 101H/103H (HIST104H/107H)	Western Civilization I /Honors Western Civilization I (European Civilization to 1715)
HSTR 102H/104H (HIST105H/108H)	Western Civilization II / Honors Western Civilization II (Modern Europe)
HSTR 240H (HIST 201H)	East Asian Civilizations
HSTR 377H (HIST 330H)	European International Relations (European International Relations: Origins of the State System to 1870)
HSTR 380H (HIST 331H)	Foreign Relations of the Great Powers
JRNL 102Y (JOUR 110Y)	News Literacy
LIT 222L (ENLT 219L)	British Literature: Victorian to Contemporary
MCLG 105Y, RUSS 105Y, LS 105Y	Introduction to Russian Culture
MUSI 301H (MUS 324H)	Music History I (History of Music I)
MUSI 302H (MUS 325H)	Music History II (History of Music II)
PHL 261Y (PHIL 251Y)	History of Ancient Philosophy
PHL 262Y (PHIL 252Y)	History of Modern Philosophy
PSCI 210S (PSC 100Y)	Introduction to American Government
RUSS 105H	Introduction to Russian Culture
THTR 331Y (DRAM 321H)	Theatre History II

### Group X: Indigenous and Global Perspectives (X)

This perspective instills knowledge of diverse cultures in comparative and thematic frameworks. Students are encouraged to cultivate ways of thinking that foster an understanding of the complexities of indigenous cultures and global issues, past and present. Students will learn how geographically and culturally separate parts of the world are linked by various, multiple interactions.

Indigenous studies focus upon "first peoples" and their descendants who derive their cultural communal identities from their long-standing and/or historical habitation of particular places. These courses foster an appreciation for indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change.

Global studies investigate how societies and nations interact through human endeavor and /or natural processes. These courses encourage students to relate their knowledge of particular parts of the world, with their individual identities, and to larger trends and issues that affect multiple societies and environments. These include regional, national, and even transnational cultural flows, as well as a multiplicity of environmental processes and economic relationships.

Upon completion of an Indigenous and Global Perspective course, students will be able to:

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;
2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and
3. analyze and compare the rights and responsibilities of citizenship in the 21<sup>st</sup> century including those of their own societies and cultures.

Course #	Title
ANTY 101H (ANTH 101H)	Anthropology and the Human Experience (Introduction to Anthropology)
<a href="#">ANTY 103H</a>	<a href="#">Introduction to Latin American Studies</a>
ANTY 133H (ANTH 103H)	Food and Culture
ANTY 141H (ANTH 106H)	The Silk Road
ANTY 191E	International Human Rights (one time only designation for autumn 2013)
ANTY 220S	Culture & Society
ANTY 241H	Central Asian Cultures and Civilizations: Peoples and Environments
ANTY 251H (ANTH 251H)	Foundation of Civilization
ANTY 254H (ANTH 252H)	Archaeological Wonders of the World
ANTY 306X (ANTH 341X)	Contemporary Issues of American Indians
ANTY 323X ANTH 323X)	Native Peoples of Montana
ANTY 326E (ANTH 385E)	Indigenous Peoples and Global Development
ANTY 330X (ANTH 330X)	People and Cultures of the World
ANTY 351H (ANTH 351H)	Archaeology of North America
ANTY 352X (ANTH 352X)	Archaeology of Montana

ANTY 354H (ANTH 354H)	Mesoamerican Prehistory
ANTY 388 (ANTH 388X)	Native American Health and Healing
ANTY 465X (ANTH 357X)	Archaeology of the Southwestern United States
ARTH 200H (ART 150H)	Art of World Civilization: Ancient to Medieval Art
<del>BMGT 391X</del>	<del>Sustaining Human Society and the Natural Environment (one time only designation for spring 2014)</del>
CCS 103X	Introduction to Climate Change: Science and Society
COMX 204X (COMM 251X)	International and Development Communication
COMX 212X	Introduction to Intercultural Communication
DANC 360L (DAN 335L)	World Dance
ECNS 317X (ECON 350X)	Economic Development
GPHY 191X	Green Cities for the 21st Century(one time only designation for autumn 2013)
GPHY 243X (GEOG 207X)	Africa
GPHY 245X (GEOG 213X)	The Middle East
HSTR 230H (HIST 286H)	Colonial Latin America
HSTR 231H (HIST 287H)	Modern Latin America
HSTR 241H	Central Asian Cult & Civ
HSTR 384E (HIST 335E)	History of International Human Rights (International Human Rights)
JPNS 150H (JPNS 210H)	Japanese Culture and Civilization
LING 375X	Endangered Languages
LSH 102H (LS 102H)	Introduction to South & Southeast Asia
LS/RLST 232H (RELS 232H)	Buddhism
LS/RLST 234X (RELS 234)	Hinduism
LS/RLST 236X (RELS 236)	Chinese Religions
LS/RLST 238X (RELS 238)	Japanese Religion
MANS 195X	GLI:Global Challenges for the 21st Century(one time only designation for autumn 2013)
MCLG 100H	Introduction to Latin American Studies
MUSI 207H (MUS 136H)	World Music (Music of the Worlds People)
NASX 105H (NAS 100H)	Introduction to Native American Studies
NASX 201X (NAS 201X)	Indian Culture as Expressed through Language
NASX 210X (NAS 210X)	Native American Sports and Games
NASX 231X (NAS 231X)	Indigenous World View Perspectives
NASX 235X (NAS202L)	Oral and Written Traditions of Native America
NASX 303E (NAS 303E)	Ecological Perspectives of Native Americans
NASX 304E (NAS 301E)	American Indian Religion and Philosophy
NASX 354X (NAS 324X)	Indians of Montana
NASX 405 (NAS 429X)	Gender Issues in Native American Studies
NASX 464X (NAS 464X/HSTA 465)	History of American Indian Affairs to 1776
NASX 465X (NAS 465X/HSTA 452)	History of American Indian Affairs in the 19th Century
NASX 466X (NAS 466X/HSTA 453)	History of Indian Affairs from 1890
NASX 475X (NAS 400X)	Tribal Sovereignty
PSCI 230X (PSC 130X)	Introduction to International Relations
PTRM 345X (RECM/FOR 345X)	Sustaining Human Society and the Natural Environment
SOCI 212S (SOC 212S)	Social Issues in Southeast Asia
SSEA 102H	Introduction to South & Southeast Asia
SSEA 202X/LS 202X (AS 202S)	Introduction to India
WGSS 191 (WGS 191)	Women's Rights and Women's Roles Around the World(one time only designation for autumn 2013)

### Group XI: Natural Science

These courses present scientific conclusions about the structure and function of the natural world, and demonstrate or exemplify scientific questioning and validation of findings.

Upon completion of a Natural Science course, a student will be able to:

1. understand the general principles associated with the discipline(s) studied;
2. understand the methodology and activities scientists use to gather, validate and interpret data related to natural processes;
3. detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments;
4. understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning;
5. and understand the means by which analytic uncertainty is quantified and expressed in the natural sciences

Courses without a laboratory experience

Course #	Title
ANTY 210N (ANTH 210N)	Introduction to Physical Anthropology
ANTY 211N (ANTH 211N)	Human Genetics
ASTR 131N	Elementary Astronomy I
ASTR 132N	Elementary Astronomy II
BIOB 170N (BIOL 108N)	Principles of Biological Diversity (Diversity of Life)
BIOE 172N (BIOL 121N)	Introductory Ecology
BIOH 191	Special Topics(one time only designation for autumn 2013)
BIOL 130N	Evolution and Society
BIOL 135N	Biology of Yellowstone Hot Springs
BIOM 250N (BIOL 106N)	Microbiology for Health Sciences (Elementary Medical Microbiology)
BIOO 101N (BIOL 201N)	Survey of Montana Wildlife & Habitats (Montana Wildlife)
CHMY 121N (CHEM 151N)	Intro to General Chemistry (General and Inorganic Chemistry)
CHMY 123N (CHEM 152N)	Intro to Organic and Biochem (Organic and Biological Chemistry)
CHMY 191N	Science in the 21st Century(one time only designation for autumn 2013)
CJUS 125N (ANTH 286N)	Fund of Forensic Science (Survey of the Forensic Sciences)
CSD 221N	Fundamentals of Acoustics: Applications in Speech, Hearing & Language
ERTH 303N (GEOG 322N)/CCS 303N	Weather and Climate
ENSC 105N (EVST101N)	Environmental Science
GEO 101N (GEOS 100N)	Intro to Physical Geology (General Geology)
GEO 105N (GEOS 105N)	Oceanography
GEO 107N (GEOS 103N)	Natural Hazards (Earthquakes, Volcanoes, and Natural Hazards)
GEO 108N (GEOS 108N)/CCS 108N	Climate Change, Past and Future
GPHY 111N (GEOG 102N)	Introduction to Physical Geography
GPHY 411N (GEOG 426N)	Biogeography
NRSM 246N (FOR 246)	Natural History, Ecology & Environmental Management South Queensland
NRSM 271N (FOR/RSCN 271N)	Conservation Ecology
NUTR 221N (HHP 236N)	Basic Human Nutrition (Nutrition)
PHAR 110N	Use and abuse of Drugs
PHAR 145N (BMED 145N)	Introduction to Cancer Biology
PHSX 141N (PHYS 141N)	Relativity: From Galileo to Einstein and Beyond
PHSX 205N (PHYS 111N)	Fundamentals of Physics I
PHSX 207N (PHYS 112N)	Fundamentals of Physics II
PHSX 215N (PHYS 211N)	Fundamentals of Physics with Calculus I
PHSX 217N (PHYS 212N)	Fundamentals of Physics with Calculus II
PSYX 250N (PSYC 270N)	Fundamentals of Biological Psychology
SCN 100N	Issues in Biology
SCN 105N	Montana Ecosystem
SCN 175N	Integrated Physical Science
WILD 105N (WBIO 105N)	Wildlife and People

### Courses with a laboratory experience:

Course #	Title
ANTY 213N	Introduction to Physical Anthropology Lab
ASTR 134N	Elementary Astronomy Laboratory I
ASTR 135N	Elementary Astronomy Laboratory II
ASTR 142N	The Evolving Universe: Theories and Observation
BIOB 101N (BIOL 100N)	Discover Biology (The Science of Life)
BIOB 160N (BIOL 110N)	Principles of Living Systems (Principles of Biology)
BIOB 171N (BIOL 109N)	Principles of Biological Diversity Lab (Diversity of Life Lab)
BIOO 105N (BIOL 120N)	Introduction to Botany (General Botany)
CHMY 101N (CHEM 101N)	Chemistry for the Consumer (Consumer Chemistry)
CHMY 124N (CHEM 154N)	Intro to Org & Biochem Lab (Organic and Biological Chemistry Laboratory)
CHMY 141N (CHEM 161N)	College Chemistry I
CHMY 143N (CHEM 162N)	College Chemistry II
ENSC 245N (FOR 210N)	Introductory Soils
FORS 241N (FOR 241N)	Dendrology
GEO 102N (GEOS 101N)	Intro to Physical Geology Lab (General Geology Laboratory)
GEO 106N (GEOS 106N)	The History of Life
PHSX 206N (PHYS 113N)	Physics Laboratory I
PHSX 208N (PHYS 114N)	Physics Laboratory II
PHSX 216N (PHYS 213N)	Physics Laboratory I with Calculus
PHSX 218N (PHYS 214N)	Physics Laboratory II with Calculus
SCI 225N	General Science: Physical and Chemical Science
SCI 226N	General Science: Earth and Life Science
SCN 105N	Montana Ecosystems
SCN 201N	Human Anatomy & Physiology I
SCN 202N	Human Anatomy & Physiology II

SCN 260N

The Biology of Behavior

**Courses that satisfy more than one Group are listed below:**

<b>Course # and Title</b>	<b>General Education Groups</b>
AASC 167H Nature and Society	I. English Writing Skills and VI. Historical and Cultural Studies (H)
ANTY 101H (ANTH 101) Anthropology and the Human Experience	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 122S (ANTH 102) Race and Minorities	VII. Social Sciences (S) and IX. American and European Perspectives (Y)
ANTY 133H (ANTH 103H) Food and Culture	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 141H (ANTH 106H) The Silk Road	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 191 International Human Rights	VIII. Ethics and Human Values (E) and X. Indigenous and Global Perspectives (X) (one time only designation for autumn 2013)
ANTY 220S Culture and Society	VII. Social Sciences (S) and X. Indigenous and Global Perspectives (X)
ANTY 241H Central Asian Cultures and Civilizations: Peoples and Environments	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 251H (ANTH 251H) Foundation of Civilization	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 254H (ANTH 252H) Archaeological Wonders of the World	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 326E (ANTH 385E) Indigenous Peoples and Global Development	VIII. Ethics and Human Values (E) and X. Indigenous and Global Perspectives (X)
ANTY 351H (ANTH 351H) Archaeology of North America	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 354H (ANTH 354H) Mesoamerican Prehistory	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ANTY 403E Ethics and Anthology	I. English Writing Skills and VIII. Ethics and Human Values (E)
ARTH 200H (ART 150H) Art of World Civilization: Ancient to Medieval Art	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
ARTH 201H (ART 151H) Art of World Civilizations II: Renaissance to Modern	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
ARTH 250L (ART 203L) Introduction to Art Criticism	I. English Writing Skills and V. Literary and Artistic Studies (L)
ARTH 434H (ART 368H/NAS 368H) Latin American Art	I. English Writing Skills and VI. Historical and Cultural Studies (H)
CHMY 302E (CHEM 334) Chemical Literature and Scientific Writing	I. English Writing Skills and VIII. Ethics and Human Values (E)
CLAS 251L (MCLG 251L) The Epic	I. English Writing Skills and V. Literary and Artistic Studies (L)
CLAS 252L (MCLG 252L) Greek Drama: Politics on Stage	I. English Writing Skills and V. Literary and Artistic Studies (L)
CSCI 215E (CRT 122E) Ethics and Information Technology	I. English Writing Skills and VIII. Ethics and Human Values (E)
CSCI 216E Robots, Genetic Engineering, and Ethics	I. English Writing Skills and VIII. Ethics and Human Values (E)
DANC 360L (DAN 335L) World Dance	V. Literary and Artistic Studies (L) and X. Indigenous and Global Perspectives (X)
GRMN 351H (GERM 303H) German Culture to 1900	I. English Writing Skills and VI. Historical and Cultural Studies (H)
GRMN 352H (GERM 304H) German Culture from 1900 to the Present	I. English Writing Skills and VI. Historical and Cultural Studies (H)
HC 122E Ways of Knowing II	VIII. Ethics and Human Values (E) and IX. American and European Perspectives (Y)
HSTA 101H/103H (HIST 151H/154H) American History I	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTA 102H/104H (HIST 152H/155H) American History II	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTR 101H/103H (HIST 104H/107H) Western Civilization I	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTR 102H/104H (HIST 105H/108H) Western Civilization II	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTR 230H Colonial Latin America	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
HSTR 231H Modern Latin America	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
HSTR 240H East Asian Civilizations	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
HSTR 241H Central Asian Cult & Civ	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives
HSTR 374E War, Peace, and Society	VIII. Ethics and Human Values (E) and VI. Historical and Cultural Studies (H)
HSTR 377H (HIST 330H) European International Relations: Origins of the State System to 1870	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTR 380H Foreign Relations of the Great Powers	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
HSTR 384E History of International Human Rights	VIII. Ethics and Human Values (E) and IX. American and European Perspectives (Y)
JPNS 150H (JPNS 210H) Japanese Culture and Civilization	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
LIT 110L (ENLT 120L) Introduction to Literature	I. English Writing Skills and V. Literary and Artistic Studies (L)
LIT 120L (ENLT 121L) Poetry	I. English Writing Skills and V. Literary and Artistic Studies (L)
LIT 210L (ENLT 224L) American Literature I	I. English Writing Skills and V. Literary and Artistic Studies (L)
LIT 211L (ENLT 225L) American Literature II	I. English Writing Skills and V. Literary and Artistic Studies (L)
LIT 220L (ENLT 217L) British Literature: Medieval through Early Modern	I. English Writing Skills and V. Literary and Artistic Studies (L)

LIT 221L (ENLT 218L) Enlightenment to Romanticism	I. English Writing Skills and V. Literary and Artistic Studies (L)
LIT 222L (ENLT 219L) British Literature: Victorian to Contemporary	V. Literary and Artistic Studies (L) and IX. American and European Perspectives (Y)
LIT 342L (ENLT 338L) Montana Writers (Montana Literature)	I. English Writing Skills and V. Literary and Artistic Studies (L)
LSH 151I/152L (LS 151/152) Introduction to the Humanities	I. English Writing Skills and V. Literary and Artistic Studies (L)
M 162 (MATH 150) Applied Calculus	II. Mathematics and III. Modern and Classical Languages or Symbolic Systems
M 171 (MATH 152) Calculus I	II. Mathematics and III. Modern and Classical Languages or Symbolic Systems
<a href="#">MCLG 100H/ANTY 103H Introduction to Latin American Studies</a>	<a href="#">VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)</a>
MUSI 207H (MUS 136H) World Music	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
MUSI 301H (MUS 324H) Music History I	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
MUSI 302H (MUS 325H) Music History II	I. English Writing Skills and VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
NASX 105H (NAS 100H) Introduction to Native American Studies	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
NASX 235X (NASL 202X) Oral and Written Traditions of Native America	I. English Writing Skills and V. Literary and Artistic Studies (L) and X. Indigenous and Global Perspectives (X)
NASX 303E (NAS 303E) Ecological Perspectives of Native Americans	VIII. Ethics and Human Values (E) and X. Indigenous and Global Perspectives (X)
NASX 304E (NAS 301E) American Indian Religion and Philosophy	VIII. Ethics and Human Values (E) and X. Indigenous and Global Perspectives (X)
PHL 210E (PHIL 300E) Moral Philosophy	I. English Writing Skills and VIII. Ethics and Human Values (E)
PSCI 210S (PSC 100S) Introduction to American Government	VII. Social Sciences (S) and IX. American and European Perspectives (Y)
RUSS 105H Introduction to Russian Culture	VI. Historical and Cultural Studies (H) and IX. American and European Perspectives (Y)
SOCI 212H (SOC 212H) Social issues in Southeast Asia	VII. Social Sciences (S) and X. Indigenous and Global Perspectives (X)
SSEA 102H Introduction to South and Southeast Asia	VI. Historical and Cultural Studies (H) and X. Indigenous and Global Perspectives (X)
STAT 216 (MATH 241) Intro to Statistics	II. Mathematics and III. Modern and Classical Languages or Symbolic Systems
STAT 451 (MATH 444) Statistical Methods I	II. Mathematics and III. Modern and Classical Languages or Symbolic Systems
THTR 330H (DRAM 320H) Theatre History I	I. English Writing Skills and VI. Historical and Cultural Studies (H)
THTR 331Y (DRAM 321H) Theatre History II	I. English Writing Skills and IX. American and European Perspectives (Y)
WRIT 240E (WTS 240E) Rhetoric and Ethics: Writing Arguments about Contemporary Issues	I. English Writing Skills and VIII. Ethics and Human Values (E)

### General Education for Transfer Students

Students transferring credits from other institutions must meet all requirements by transfer, by examination, or by completing courses at The University of Montana-Missoula.

According to Board of Regents policy, students who can demonstrate that they have completed an approved lower-division general education requirement at an approved Montana institution of higher education will be deemed to have completed general education requirements except for the upper-division writing proficiency assessment and the upper-division writing requirements in their majors.

Transfer students who believe they have completed an approved lower-division general education requirement at another Montana school should request that the registrar of the other school send a letter to the University Registrar's Office certifying that the requirement has been met.

If students transfer 20 or more approved Montana University System core course credits with their initial registration at UM-Missoula, they may choose to complete the MUS General Education rather than the UM-Missoula General Education requirement

Students governed by the 2006-2007 catalog or later catalogs must earn a traditional letter grade of C- or better in courses used to satisfy General Education (except English composition and the Mathematical Literacy course must be a C or better). Students enrolled in a post-secondary institution prior to autumn 2006 may be eligible to choose an earlier governing catalog. Refer to the Governing Catalog information in the previous section. See index.

Students who have completed a bachelor degree at the University or elsewhere will be presumed to have completed the General Education Requirement.

Admissions & New Student Services will evaluate all transfer credits for General Education credit. Students who wish to appeal that evaluation may petition the Graduation Appeals Subcommittee of the Academic Standards and Curriculum Review Committee, but such petitions must be initiated during the first semester of the student's attendance following that evaluation.

## Major and Minor Requirements

### Major Requirements

#### Declaring a Major and Changing a Major

Students indicate on the application for admission the major or majors in which they are interested. Students undecided as to a field of interest may elect to be Undeclared while making program and career decisions. Students must declare a major in a degree granting program prior to completion of 45 credits or after three semesters, whichever occurs first.

Students must complete a major in order to earn a degree or certificate.

Students may change their majors or minors by obtaining the proper approval on a change of major or minor form available from the Registration Counter in Griz Central in the Lommasson Center. Because of enrollment limitations, students must request a change to a program in the Missoula College by completing an application for admission and submitting it to the College. Students whose initial admission was to the Missoula College may change to a major outside the College by submitting an application for admission to Enrollment Services-Admissions & New Student Services in the Lommasson Center.

#### Credits Required for a Major

Students in a bachelor degree program must complete a minimum of 30 credits in their major. Most majors require more.

Students may elect to earn a single degree with more than one major. Students may complete a double major (two majors) or any number of majors. All requirements for the majors must be completed even though students will receive a single degree such as a Bachelor of Arts with majors in Psychology and Sociology. It is only necessary to complete the total credit requirement for a single bachelor degree.

Courses completed to satisfy the requirements of a major also may be applied toward the General Education Requirement if they appear on the list of approved courses at the time they are taken.

Students in programs in the Missoula College complete requirements as listed in the College section of this catalog. See index.

#### Credit Limitations in a Major

A maximum of 60 credits in the student's major may be counted toward the baccalaureate degree, except some options in Health and Human Performance and Education, majors in Computer Science, and majors in the Schools of Business Administration, College of Visual and Performing Arts, Journalism, Law, The College of Health Professions and Biomedical Sciences and the College of Forestry and Conservation are allowed more. Students with combined majors, as opposed to two majors, are allowed to apply 75 credits in the major.

#### Grade Requirement

Courses taken to satisfy the requirements of the major must be completed with a grade of C- or better.

A minimum grade average of 2.00 in all work attempted in the major at The University of Montana-Missoula is required for graduation.

#### Options

Groups of courses have been identified which lead to a specialization within one major or between two or more majors. These specializations are called options. The names of approved options will be recorded on the permanent records of those students who have satisfactorily completed the requirements as given in the catalog governing their graduation. A student desiring a particular option must satisfy the requirements of the major offering it. If one option is offered within two or more majors, the student must satisfy the requirements of only one.

Only courses listed within the supporting major count toward the 60 credit limitation in the major. Courses in other fields do not

count toward the maximum of 60 credits in the major even though they may be required or elected for the options.

If one major has two or more options, a student may satisfy the requirements for more than one option so long as the maximum credit limitations are observed.

#### **Minor Requirements**

Baccalaureate students may elect to complete one or more minors in fields outside their majors. Minors may be in fields unrelated to students' majors or they may be complementary or supportive of majors. A student may not take a minor in the same field of study as his or her major.

A student will not be required to satisfy the requirements of a minor in order to graduate unless that minor is required by the student's major department or school.

Courses completed to satisfy the requirements of a minor also may be applied toward the General Education Requirement if they appear on the list of approved courses at the time they are taken.

#### **Credits Required for a Minor**

To complete a minor, students must earn at least 18 credits in an approved minor listed in this catalog and complete a baccalaureate degree.

Students possessing a baccalaureate degree from an accredited college or university may earn a minor if they have been accepted by the University as an undergraduate degree student. In addition to meeting minor requirements, students must earn from The University of Montana-Missoula a minimum of 9 credits in the minor field and 15 credits overall.

#### **Grade Requirement**

Courses taken to satisfy the requirements of the major and the minor must be completed with a grade of C- or better. Some majors require a C or higher grade for some of the required courses. Specific information regarding the major requirements can be found in the majors individual section of the catalog.

A minimum grade average of 2.00 in all work attempted in the minor at The University of Montana-Missoula is required for graduation with the minor.

#### **Teaching Minors**

Teaching minors are separate entities from degree minors as described in this section. Teaching minors are identified and requirements listed in the College of Education section of this catalog.

#### **Degree/Certificate Requirements for Graduation**

##### **Catalog Governing Graduation**

[This portion of the catalog was edited after the catalog was published. Updated October 17, 2013.](#)

*(Revised October 2013)* Students may graduate fulfilling University and departmental major requirements in any single University of Montana-Missoula catalog under which the student has been enrolled during the six years prior to graduation. (For example, the 2013-2014 catalog can be used through summer 2020). The student **MUST** meet major requirements under the same catalog under which the student is meeting University requirements (general education requirements); minor requirements may be satisfied under a different catalog within the six year period. University or departmental requirements may change to comply with accreditation requirements, professional certification and licensing requirements, etc. [As of October 10, 2013 the Writing Proficiency Assessment \(WPA\) is no longer required to satisfy general education requirements regardless of catalog governing graduation.](#) ~~Pharmacy students should consult the Professional Pharmacy Curriculum section in this catalog.~~

Students transferring to the University of Montana-Missoula may choose to graduate fulfilling requirements under the UM catalog in effect when they were enrolled at their original institution, provided the chosen catalog is not more than six years old

at the time of graduation. Eligible students who choose an earlier catalog must notify the Admissions Office at the time of admission so their transfer work can be evaluated accordingly

#### **Applying for Certificate and Degree Candidacy**

To become a candidate for a degree, the student must file formal application at the Registration Counter in Griz Central the beginning of the semester preceding the semester in which he or she expects to graduate. Deadline dates are specified in the Class Schedule. In the Missoula College, candidates for certificates and degrees must file a formal application with the Registrar's Office in the College at the beginning of the semester in which they expect to graduate

#### **Credits Required for a Certificate of Completion**

See the specific course and credit requirements for certificate programs listed in the Missoula College and Linguistics sections of this catalog. See index. In addition, students in the Missoula College must complete successfully:

1. Mathematics one course from M 105T (MAT 100T) or above.
2. Communications and Human Relations PSYX 163T (PSY 105T) or PSYX 161S (PSY 110T) and one COM course as required by the specific program. Some programs have these skills imbedded within other courses which will satisfy this requirement.

#### **Credits Required for a Degree**

##### **Associate of Applied Science**

To receive an Associate of Applied Science (A.A.S.) Degree from the Missoula College, a student must fulfill the following criteria:

1. Complete a minimum of 60 credits.
2. Possess a minimum grade average of 2.00 in all work attempted at the University of Montana-Missoula and a minimum grade of C- in all classes that count toward major, minor or general education requirements.
3. Complete the specialized degree requirements of his or her specific program.
4. Complete the following related subject area of core collegiate-level courses:
  1. **Communication:** the ability to formulate and adapt messages to a variety of audiences through written, verbal, and nonverbal processes. To ensure all graduates have developed skills in the area of communication, students must successfully demonstrate competency in one of the following writing courses: WTS 101, WTS 115, or other approved writing course. Furthermore it is recommended that all students complete one of the following communication courses, such as COM 150S, COM 160A, or other approved courses to further develop understanding of human communication processes
  2. **Computation:** the ability to complete basic algebraic manipulations and achieve mathematical literacy. To ensure all graduates have achieved computational literacy, students must demonstrate competency in MAT 100 or a higher number mathematics course.
  3. **Human Relations:** the ability to analyze social problems and structure, ethical norms of professions and society, human behavior, or human values systems. To ensure all graduates have explored dimensions in human relations, students must demonstrate competency in on of the following courses: COM 150S, COM 210E, CRT 122E, PSY 100S, PSY 110S, SUR 204E, or other approved ethical and human values or social sciences course.
  4. **Computer Literacy:** the ability to utilize a modern computing system including web applications and an office productivity suite to research, develop and produce information in a 21st century society. To ensure all graduates have achieved basic technology literacy, students must demonstrate competency in one of the following: CRT 100, CRT 103T, or other approved applied computing course
  5. **Professional Capstone:** the opportunity to apply skills acquired through a specialized field of study in a professional realm. To ensure all graduates the opportunity to apply specialized skills in a professional environment, it is recommended student complete a program-related internship, field experience, capstone project, or professional certification activity.

##### **Associate of Arts**



A total of 60 credits is required for graduation with an Associate of Arts (A.A.) degree. The minimum grade average for graduation is 2.00 in courses taken on the traditional letter grade (A F) basis. To receive an Associate of Arts degree all students must complete successfully all the general education requirements for a baccalaureate degree, except for the Upper-Division Writing Proficiency Assessment.

#### **Bachelor Degrees**

A total of 120 credits is required for graduation with a bachelor degree; except a greater number is required in teacher education programs, pharmacy, physical therapy and the Bachelor of Applied Science. See the College of Health Professions and Biomedical Sciences section of this catalog.

Students may elect to earn two or more bachelor degrees. Those deciding to earn two or more degrees must complete all the requirements of the majors for each degree. In addition, students must earn for each degree a minimum of 30 credits beyond the number required for the first degree. The degrees may be earned concurrently or at different times.

#### **Upper-Division Requirement**

All students must complete a minimum of 39 credits in courses numbered 300 and above to meet graduation requirements for the first baccalaureate degree. Upper division credits transferred from other four year institutions will count toward the 39 credit requirement.

#### **Residency Requirements for Degrees/Certificates**

University of Montana credit is the credit earned in any course which has been approved to be listed in the University of Montana-Missoula catalog and which has been approved for offering by the department chair and dean of the school or college in which the course is taught. University of Montana-Missoula credit may be offered at any location.

#### **Requirements for Missoula College Certificate of Completion and Associate of Applied Science Degree**

A minimum of 51% of the required number of credits must be earned from the University of Montana-Missoula

#### **Requirements for the Associate of Arts Degree**

A minimum of 30 credits of the required number must be earned from the University of Montana-Missoula.

#### **Requirements for the First Bachelor Degree**

A first bachelor degree is defined as any bachelor degree earned by a student who has not previously earned a bachelor degree from the University of Montana-Missoula. Thus, the requirements below also apply to any student who previously earned a bachelor degree at another institution and now is seeking a bachelor degree from the University of Montana-Missoula.

a) A minimum of 30 credits of the required number must be earned from the University of Montana-Missoula. b) A minimum of 30 credits of the required number must be earned in study on the University of Montana-Missoula campus.

c) Of the last 45 credits required for the degree, at least 30 of these must be earned from the University of Montana-Missoula. Students attending elsewhere on a University approved exchange may be exempt from this requirement with the prior written approval of their major department chair or dean.

#### **Requirements for the Second Bachelor Degree**

In regard to residency requirements, a second bachelor degree is defined as any bachelor degree earned by a student who previously had earned a bachelor degree from the University of Montana-Missoula.

A minimum of 20 credits of the required 30 credits must be earned in study on the University of Montana-Missoula campus.

#### **Credit Maximums**

The amount of credit which may be counted toward the minimum credit requirements for the bachelor (B.A./B.S.), associate of

science (A.S.), and associate of arts (A.A.) degrees is limited in certain areas follows:

Category	For Bachelor Degree	For AA or AS Degree
Technical courses (course number suffix of 'T') - up to 15 technical course credits can be applied toward the minimum credit requirement for all students, except up to 20 technical course credits can be applied to the minimum course credits for students with an earned A.A.S. degree.	15-20	15-20
Career skills	0	0
Study skills courses (e.g. AASC 101, C&I 160)	2	2
Physical education activity/skills courses (e.g. DANC 325 (DRAM 385), ACT 101-207 (HHP 100-179), MSL 204 and 315 (MS 203 and 315))	4	4
Military Science Leadership Courses (contracted students may present 24 credits)	12	12
Music performance (MUSI 102A, 135A, 136A (MUS 100A, 115A, 116A) MUSI 123 (MUS 117A), 235 (MUS 215), 236 (MUS 216), 218 (MUS 218))	6	6
Ensemble music (MUSI 112A, 114A, 110A, 131A and 122A (MUS 107A, 110A, 113A, 114A and 150A))	8	8
Credit/No Credit credits	18	18
Internship credits in 198/298/398/498 (or previous numbers 190/290/390/490)	6	6

Credits attempted in these areas which are beyond the maximum applicable will remain on the students' permanent record but cannot be used toward graduation.

#### Grade Average Requirement

A minimum grade average of 2.00 in all work attempted at the University of Montana-Missoula is required for graduation.

#### Graduation with Honors or High Honors

Students will be awarded their certificates, associate of applied science, and bachelor degrees with honors if they receive the recommendation of their major department or school and the faculty of the University of Montana-Missoula. At the time of graduation they must have a 3.40 or higher grade average in the following four areas:

1. All work attempted at the University of Montana- Missoula.
2. The combination of all work attempted at the University of Montana-Missoula and all other work, including failing grades, transferred to this University.
3. All work attempted in the major field at the University of Montana-Missoula.
4. The combination of all work attempted in the major field at the University of Montana-Missoula and all other work in the major field, including failing grades, transferred to this University.

Students will be awarded their certificates, associate of applied science, and bachelor degrees with high honors if they have the recommendations mentioned above and, at the time of graduation, have a 3.70 or higher grade average in the four areas listed.

In the School of Law, the grade average for honors is computed on law credits only.

#### Accreditation

The University of Montana-Missoula is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution.

Individuals may also contact:

Northwest Commission on Colleges and Universities

8060 165th Avenue N.E., Suite 100

Redmond, WA 98052

(425) 558-4224

www.nwccu.org

Accreditation documents may be reviewed in the Provost's Office, located in University Hall Room 126.

Many of the professional schools and departments have special accreditation as well.

**The following table provides detailed information on these special accreditations:**

College of Arts and Sciences	Chemistry	BS, MS, PhD	American Chemical Society (ACS)
College of Arts and Sciences	Computer Science	BS	Computing Accreditation Commission of ABET
College of Arts and Sciences	Psychology, Clinical	PhD	American Psychological Association
College of Arts and Sciences	School Psychology	EdS, PhD	National Association of School Psychologists and American Psychological Association
School of Business Administration	Accounting	BS, MAcct	Association to Advance Collegiate Schools of Business (AACSB-International)
School of Business Administration	Business	BS, MBA	Association to Advance Collegiate Schools of Business (AACSB-International)
Missoula College	Food Service Management	AAS	American Culinary Federation Educational Institute (ACFEI)
Missoula College	Nursing	AAS, AS	Montana State Board of Nursing
Missoula College	Paralegal Studies	AAS	American Bar Association (ABA)
Missoula College	Pharmacy Technology	Certificate	American Society of Health System Pharmacists (ASHSP)
Missoula College	Respiratory Care	AAS	Committee for Accreditation of Respiratory Care (CoARC w/CAAHEP)
Missoula College	Surgical Technology	AAS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Phyllis J. Washington College of Education and Human Sciences	Athletic Training	BS	Commission on Accreditation of Allied Health Education (CAATE)
Phyllis J. Washington College of Education and Human Sciences	Counselor Education	MA, Mental Health Counseling; and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Phyllis J. Washington College of Education and Human Sciences	Communication Science and Disorders	MS in Speech-Language Pathology	American Speech Language Association-Council on Academic Accreditation (ASHA)
Phyllis J. Washington College of Education and Human Sciences	Education	BA, MEd, EdS,	National Council for Accreditation of Teacher Education (NCATE); Montana Board of Public Education
Phyllis J. Washington College of Education and Human Sciences	Co-Teach Preschool, Institute for Educational Research and Service	n/a	National Association for the Education of Young Children (NAEYC)
College of Visual and Performing Arts	Art & Media Arts	BA, BFA, MA, MFA	National Association of Schools of Art and Design (NASAD)
College of Visual and Performing Arts	Theater & Dance	BA, BFA, MA, MFA	National Association of Schools of Theater (NAST)
College of Visual and Performing Arts	Music	BA, BM, BME, MM	National Association of Schools of Music (NASM)
College of Forestry and Conservation	Forest Resources Management	BS	Society of American Foresters (SAF)
College of Forestry and Conservation	Recreation Management	BS	National Recreation and Park Association/American Association for Leisure and Recreation (NRPA/AALR)
School of Journalism	Journalism	BA	Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
School of Law	Law	JD	American Bar Association (ABA) American Association of Law Schools (AALS)
College of Health Professions and Biomedical Sciences	Pharmacy	PharmD	Accreditation Council for Pharmacy Education (ACPE)
College of Health Professions and Biomedical Sciences	Public Health	MPH	Council on Education for Public Health (CEPH)
College of Health Professions and Biomedical Sciences	Physical Therapy	DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)
College of Health Professions and Biomedical Sciences	Social Work	BA	Council on Social Work Education (CSWE)
College of Health Professions and Biomedical Sciences	Social Work	MSW	Council on Social Work Education (CSWE)

Under construction.

## Contacts, Calendar and Reserved Rights - University of Montana - Missoula

### Contacts

University of Montana Home Page	<a href="http://www.umt.edu">http://www.umt.edu</a>
Enrollment Services/Orientation	(406) 243 6266
Business Services	(406) 243 2223
Missoula College	(406) 243 7882 (In Montana, 1 800 542 6882)
Disability Services TDD	(406) 243 2243
University Villages	(406) 243 6030
Financial Aid	(406) 243 5373
Graduate School	(406) 243 2572
Registrar	(406) 243 2995
Residence Halls	(406) 243 2611
University Switchboard	(406) 243 0211

### Reserved Rights

The right is reserved to change any of the rules and regulations of the University at any time including those relating to admission, instruction and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the University.

### The 2013-2014 Calendar

The 2013-2014 Academic Calendar (as well as previous and future calendars) may be viewed via the Provost Office website at the following URL: <http://www.umt.edu/provost/about/academiccalendar.aspx>

A Listing of Important Dates and Deadlines may be viewed via the following URL: [http://events.umt.edu/?calendar\\_id=27&upcoming=upcoming&](http://events.umt.edu/?calendar_id=27&upcoming=upcoming&)

## The Montana University System

The following Strategic Plan was adopted by the Board of Regents in July 2006, and updated in January 2010.

### Mission

The Mission of the Montana University System is to serve students through the delivery of high quality, accessible postsecondary educational opportunities, while actively participating in the preservation and advancement of Montana's economy and society.

### Vision

We will prepare students for success by creating an environment of ideas and excellence that nurtures intellectual, social, economic, and cultural development. We will hold academic quality to be the prime attribute of our institutions, allocating human, physical, and financial resources appropriate to our educational mission. We will encourage scientific development and technology transfer, interactive information systems, economic development and lifelong learning. We will protect academic freedom, practice collegiality, encourage diversity, foster economic prosperity, and be accountable, responsive, and accessible to the people of Montana.

### Introduction

The Montana University System Strategic Plan is the primary planning document of the Board of Regents. The Plan sets forth an agenda for higher education in Montana by delineating the strategic directions, goals, and objectives that guide the Montana University System (MUS).

## History

In July 2006, after several years of study, public dialogue, and internal deliberations, the Board of Regents approved the Strategic Plan. Since then, updates have occurred annually, including revisions to strategic initiatives as well as a refreshing of the data within each goal. The development of the Strategic Plan began with two primary initiatives.

The first was to work more closely with the interim legislature to develop a set of mutually agreed upon accountability measures that would guide the MUS and evaluate progress. Working with the Postsecondary Education Policy and Budget (PEPB) subcommittee of the 57th Legislature, the Board of Regents did develop this set of accountability measures in July 2002. Subsequently, the PEPB subcommittee has updated the accountability measures. This latest set of agreed-upon measures evolved into "shared policy goals" and work to form one base for this strategic plan.

The second initiative was to work with the PEPB Subcommittee to explore new ways for the MUS take a more direct leadership role in the state's economic development. This overall effort, called "Shared Leadership for a Stronger Montana Economy", engaged a broad range of Montanans to prioritize specific initiatives that would help establish a new role for the MUS in strengthening the state's economy. The Governor's Office and several legislative interim committees were included in the effort.

In July 2004, the Board of Regents and the PEPB subcommittee met jointly and agreed on three priority initiatives for immediate implementation:

- Develop stronger business-university system partnerships for workforce training;

- Remove barriers to access for postsecondary education; and

- Expand distance learning programs and training.

## Goals

The Strategic Plan is comprised of three primary goals that contain a series of sub-goal statements and objectives within each area.

### Goal 1: Access & Affordability

Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System.

### Goal 2: Workforce & Economic Development

Assist in the expansion and improvement of the state's economy through the development of high value jobs and the diversification of the economic base.

### Goal 3: Efficiency & Effectiveness

Improve institutional and system efficiency and effectiveness Maintaining the high quality of our institutions and the education provided to our students is not listed as an explicit goal. This is because it is THE MOST IMPORTANT consideration for every goal and initiative of the Montana University System and is considered to be an integral part of every component of this strategic plan.

### More Information

More information is available at the following URL: <http://www.umt.edu/provost/ASP/>

### University of Montana

#### Mission

The University of Montana capitalizes on its unique strengths to create knowledge, provide an active learning environment for

students, and offer programs and services responsive to the needs of Montanans. The University delivers education and training on its four campuses and through telecommunications to sites inside and outside of Montana. With public expectations on the rise, the University asks its students, faculty, and staff to do and accomplish even more than they have in the past. The University has a commitment to education defined in the broadest sense as personal development and citizen preparation, workforce development and training, graduate education and research, service learning, and community building on and off the campuses. The University enhances its programs through continuous quality review University for improvement and remains fully accountable to the citizenry through annual audits and performance evaluations.

### **University of Montana - Missoula**

#### **Mission**

University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

#### **Vision Statements**

In pursuit of its mission, University of Montana-Missoula will:

1. Educate students to become ethical persons of character and values, engaged citizens, competent professionals, and informed members of a global and technological society.
2. Increase the diversity of the students, faculty, and staff for an enriched campus culture.
3. Attain the Carnegie Commission status of Doctoral Research–Extensive University (50 or more doctorates in at least 15 fields annually) and increase funded research to \$100,000,000 annually by 2011.
4. Pursue more partnerships—especially with local communities, businesses and industries, public schools, community and tribal colleges, state and local governments and universities abroad—and expand the training and technology transfer programs to promote community and economic development.
5. Develop the capability and infrastructure for use of information technology to increase the efficiency and productivity of the campus and the state; and
6. Involve and engage the faculty, staff, students, alumni, partners, and friends of the University in institutional governance.

#### **Equal Opportunity**

University of Montana is committed to a program of equal opportunity for education, employment and participation in University activities without regard to race, color, gender, age, religion, creed, political ideas, marital or family status, physical or mental disability, national origin or ancestry, gender identity, or sexual orientation.

#### **UNIVERSITY OF MONTANA - MISSOULA Strategic Goals**

The planning context for the University of Montana is framed by the Montana Board of Regents Strategic Plan. The UM Strategic Plan is also known as Core Themes. It is updated annually and its progress is continuously monitored through the compilation and analysis of key outcomes data.

The following five strategic issues form the foundation of the new UM Strategic Plan. The degree to which the University of Montana attends and adheres to these goals will ultimately determine its continued success and value.

#### **PARTNERING FOR STUDENT SUCCESS**

The University will help its students succeed academically and personally so they graduate well-prepared for their careers or further education. The Partnering for Student Success plan identifies six key objectives critical to student success and sets forth actions to promote a successful first year for entering freshmen and to address the needs of returning students. UM seeks to improve students' success by addressing their preparedness for college-level work, improving their transition to

college, providing an integrated early curriculum, increasing student engagement and support, and emphasizing faculty and staff development. As part of the plan, UM created the Office for Student Success, which is charged with developing, implementing, and coordinating initiatives to increase students' persistence toward graduation.

#### EDUCATION FOR THE GLOBAL CENTURY

UM will offer an educational experience at all degree levels that provides graduates the foundation to make positive impacts on a world that is increasingly interconnected. The University's Academic Strategic Plan, endorsed by the Faculty Senate in 2009, identified the need to create a gateway-to-discovery experience focused on the challenges of the global century for all incoming students at each level of postsecondary education. At the same time, the University recognizes the need to support and strengthen foundational academic programs. For all students, curricula will focus on producing workers and leaders who make a difference in the cultural and economic fabric of Montana and the world.

#### DISCOVERY AND CREATIVITY TO SERVE MONTANA AND THE WORLD

The University will transform discovery and creativity into knowledge, applications and experiences in ways that benefit the state, region, nation and world. Scholarship, research, and creative work are central to the lives of faculty, students, and staff, and to academic programming at the University of Montana. Therefore, UM supports research, scholarship, and creative work across the natural and physical sciences, social and behavioral sciences, arts, and humanities, and works to enhance opportunities for interdisciplinary connections. By fostering an entrepreneurial spirit in the community of research and technology, UM transforms discovery into application.

#### DYNAMIC LEARNING ENVIRONMENT

UM will enhance its character as a place where people are passionate about learning, discovery and growth. The University of Montana is consistently recognized as one of the most attractive and enticing campuses in the nation. Community and campus engagement literally means that the lives of the students, faculty, staff, alumni, and friends of the University are centered on the campus. Examples range from sold-out athletic events that feature perennial championship teams, to galleries, campus theaters, and arenas filled to capacity for performances featuring local and world famous artists. UM builds a vibrant and dynamic learning environment, where the natural surroundings are integrated into the curriculum.

#### PLANNING-ASSESSMENT CONTINUUM

The University will model transparency, systematic communication and sound decision-making to ensure that resources are marshaled to achieve UM's mission. The Planning-Assessment Continuum characterizes a cultural orientation of the University of Montana designed to facilitate desired outcomes, clarify the University's vision and mission, and communicate and demonstrate to internal and external stakeholders that the University is making the best use of its resources. Executive leadership provides communication of mission and vision, clear and consistent processes, overarching mission-driven goals, equitably applied parameters, and rules enforcement, while faculty, staff, and students provide ideas, process improvements, work, action, and other vital contributions to the direction of the University.

#### University Officers

June 2013

#### Montana Board of Regents of Higher Education

- Angela McLean (Chair) - Anaconda
- Paul Tuss (Vice Chair) - Havre
- Todd Buchanan - Billings
- Jeffrey Krauss - Bozeman
- Major Robinson - Billings
- Regent (Vacant) - TBA
- Zachary Rogala (Student Regent) - Darby
- Clayton Christian, Commissioner of Higher Education (ex-officio)

- Denise Juneau, Superintendent of Public Instruction (ex-officio)
- Steve Bullock, Governor (ex-officio)

#### Administrators

- Royce C. Engstrom, Ph.D. – President
- Perry J. Brown, Ph.D. – Provost and Vice President for Academic Affairs
- Peggy Kuhr, M.A. – Vice President for Integrated Communication
- Teresa Branch, Ph.D. – Vice President for Student Affairs
- Michael Reid, M.B.A. – Vice President for Administration and Finance
- Scott Wittenburg, Ph.D. – Vice President for Research and Creative Scholarship
- Shane Giese, M.B.A. – President/CEO, University of Montana Foundation
- William Johnston, M.P.A. – President/CEO, University of Montana Alumni Association
- Lucy France, J.D. – Legal Counsel
- Matt Riley, M.B.A. – Chief Information Officer
- Eric Gutiérrez, J.D. – Director, Equal Opportunity and Affirmative Action Office
- Kent Haslam, M.Ed. – Athletic Director

#### Academic Officers

- James Burchfield, Ph.D. - Dean, College of Forestry and Conservation
- Christopher Comer, Ph.D. - Dean, College of Arts and Sciences
- Denise Dowling, M.A. - Interim Dean, School of Journalism
- Roberta Evans, Ph.D. - Dean, Phyllis J. Washington College of Education and Human Sciences
- David Forbes, Ph.D. - Dean, College of Health Professions and Biomedical Sciences
- Larry Gianchetta, Ph.D. - Dean, School of Business Administration
- Barry Good, Ph.D. - Dean, Missoula College
- Joseph Hickman, M.A. - Interim Registrar
- Nancy Hinman, Ph.D. - Interim Associate Provost for Dynamic Learning
- Stephen Kalm, D.M.A. - Dean, College of Visual and Performing Arts
- Roger Maclean, Ed.D. - Dean, School of Extended and Lifelong Learning
- James McKusick, Ph.D. - Dean, Davidson Honors College
- Sharon O'Hare, M.A. - Assistant Vice President for Student Success
- J. B. Alexander Ross, Ph.D. - Dean, Graduate School
- Irma Russell, J.D. - Dean, School of Law
- Arlene Walker-Andrews, Ph.D. - Associate Provost for Global Century Education, and Special Assistant to the President for Accreditation
- Shali Zhang, Ph.D. - Dean, Mansfield Library

#### Helena College University of Montana

\*As part of a Montana Board of Regents renaming and re-branding effort for Montana's two-year institutions, effective beginning with the 2013-2014 Academic Year, The University of Montana - Helena College of Technology name became ***Helena College University of Montana***.

Helena College offers two-year programs in business, trades, technical and health occupations designed to meet the state's business and industry needs for technologically- skilled workers. All of the curricula are industry-approved and emphasize learning in a hands-on environment. In addition, the college offers an Associate of Science degree and Associate of Arts degree designed to transfer to four-year institutions. The college, founded in 1939, is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), approved by the Montana State Board of Nursing, certified and licensed by the Federal Aviation Administration, and certified by the National Institute for Automotive Service Excellence.

Helena College students take a full complement of courses in mathematics, communications, computer literacy, and career development. Located in Helena, Montana's beautiful capitol city, the College offers its programs in modern classrooms,



shops, and labs, both near the Capitol building and at the Helena airport. For more information, call 1-800-241-4882.

### **Montana Tech of The University of Montana**

Founded in Butte in 1889 as the Montana School of Mines, Montana Tech has a century-old reputation as one of the finest science and engineering colleges in America. Montana Tech is repeatedly recognized year after year among the top 10% of all colleges in America. While still focusing on its original programs in minerals and energy engineering, Montana Tech has expanded its offerings to include new science, engineering, computer science, technical communication, business, and innovative health care programs all designed to meet the needs of today's rapidly changing world.

Montana Tech provides outstanding educational programs to its 2,600 students in a truly personalized setting. Students are treated as individuals and enjoy their close relationships with faculty. Current Montana Tech students come from every Montana county, 38 states and 17 foreign countries. Montana Tech is a friendly campus where students get involved in a wide array of campus events and activities as well as abundant outdoor recreational opportunities. Student satisfaction surveys consistently give the College high marks for its quality of student life.

Upon graduation, Montana Tech graduates enjoy over a 94% overall placement rate with an overall salary of \$52,172. Many of the College's alumni have attained senior leadership positions in the minerals, energy, and natural resource industry and business. Over 19% of Montana Tech alumni give back to the campus each and every year.

Located in the heart of the mountains of Southwest Montana, the 98-acre main campus can be seen for miles. With over \$20 million in recently completed building and renovation projects, the campus blends its historical buildings with new, state-of-the-art laboratory and instructional facilities. The College's two-year campus, Montana Tech College of Technology, is located seven miles south of the main campus and provides occupational and technical program opportunities at the associate degree level. (As part of a Montana Board of Regents renaming and re-branding effort for Montana's two-year institutions, effective the 2013-2014 Academic Year, Montana Tech College of Technology will be known as *Highlands College of Montana Tech*)

Montana's geologic and hydrogeologic research arm, the Bureau of Mines and Geology, is a department of the College. Montana Tech's commitment to research has been rewarded with a 500 percent increase in funding over the past ten years. Inquiries to Montana Tech should be directed to 1-800-445-Tech or Tech's webpage at <http://www.mtech.edu/>.

### **The University of Montana Western**

The unique mission of the University of Montana Western emphasizes experiential learning combining theory and practice through projects and field experiences. Montana Western students learn by doing, collaborating directly with their professors and fellow students in a mentorship environment.

In order to better facilitate this type of learning, UMW adopted a course scheduling system, named Experience One (X1). Under X1, students take a single course at a time for 18 days for three hours per day. Montana Western is the first and only public four-year university in the country to fully adopt this system.

Montana Western embraces the privilege and obligations associated with its mission as a higher education institution within the beautiful landscape of southwest Montana. This mission infuses the University's curriculum: in its century-long tradition for excellence in professional programs in teacher education, business and technology; in its strong interdisciplinary arts and science programs; and in its two-year associate degree programs responding to regional needs.

Montana Western offers the Bachelor of Science degree in: Elementary Education, Secondary Education with options in traditional subject areas, Biology, Business Administration, Early Childhood Education, Environmental Interpretation, Environmental Science, Health & Human Performance, Mathematics, and Natural Horsemanship. In addition, Montana Western offers Bachelor of Arts (BA) and Bachelor of Applied Science (BAS) degrees. Bachelor of Arts options include English, Interdisciplinary Social Science, and Visual Arts. Bachelor of Applied Science students may use an Associate of Applied Science (AAS) degree as a base for the BAS degree with most of the credits from the two-year degree transferring

into the BAS at Montana Western. Montana Western also offers Associate of Arts and Associate of Science degrees for those who want to obtain their general education before transferring to another campus; Associate of Applied Science degrees for those needing entry-level job skills in Business, Early Childhood Education, Education Studies, Equine Studies, Natural Horsemanship, and Tourism & Recreation; and certificate programs in Early Childhood Technology, and Information Technology & Network Administration.

Individualized education has been a campus hallmark for over 100 years. Approximately 1,400 students enroll at Montana Western each fall. Class sizes are kept small (average class size is 18 students). The faculty is nationally recognized for its excellence, creativity, and genuine concern for maintaining the Montana Western tradition of high quality academic and personal experience.

In addition to fulfilling academic life, Montana Western offers National Association of Intercollegiate Athletics Frontier Conference sports in football, volleyball, men's and women's basketball, men's and women's National Intercollegiate Rodeo Association teams, and Equestrian team competition. A varied sports program is also available for students seeking intramural activities.

With close proximity to Yellowstone, Grand Teton, and Glacier national parks, Montana Western's geographic location makes an ideal setting for individuals who enjoy the rugged outdoors. With a friendly, small town atmosphere, Dillon offers many of the amenities of a much larger community. Ranching, mining and tourism are the chief industries of the area. Montana Western's picturesque 34-acre campus and friendly atmosphere enhance the community and area. For more information about the University of Montana Western, call (877) 683-7331.

## African-American Studies

- Requirements for a Minor
- Courses
- Faculty

**Tobin Miller Shearer, Program Director**

African-American Studies at the University of Montana connects African and African-American (including Latin America and the Caribbean) history, experiences, and perspectives with the 21st century. The goal of the African-American Studies curriculum is to develop basic knowledge of, and appreciation for, the diverse experiences of the African Diaspora, and their contributions to the nations into which they were incorporated. Through this study students will recognize that the African-American narrative connects to the core issues of nation formation, identity politics, social movements, and the liberal state. Those who take this minor will likewise be equipped to talk alongside, through, and in the midst of the racial fracture lines that mark this nation as a country where the color of one's skin is socially significant. In all these efforts, we promote scholarship that is driven first and foremost by an interest in creating knowledge and furthering our understanding of the African-American experience. The interdisciplinary curriculum of African-American Studies includes course offerings from the following academic disciplines: anthropology, economics, English, geography, history, music, political science, and sociology. Some topics of study include: African heritage and cultural continuity among African-Americans; African-American identity issues and cultural variation; the history of African-American protest and resistance, including the abolitionist, anti-lynching, and civil rights movements; the Harlem Renaissance; the social dynamics of integration and segregation; and the various circumstances of, and prospects for, African Americans in the 21st century.

### Requirements for a Minor

The African-American studies minor is an interdisciplinary program requiring twenty-four (24) credits drawn from a combination of disciplines-history, anthropology, English, sociology, geography, economics, and political science.

#### 1. African-American Core Courses

**9 credits required from the following:**

- AAS/HSTA 141H Introduction to African-American Studies
- AAS/HSTA 342H African-American History to 1865
- AAS/HSTA 343H African-American History Since 1865

**6 credits required from the following electives, 3 of which must be in an upper division course (i.e. 300 or 400 level):**

- AAS 191 Special Topics
- AAS Discovering Africa
- AAS 260 African Americans and Native Americans
- AAS/HSTA 262 Abolitionism: The First Civil Rights Movement
- AAS 291 Special Topics
- HSTA 327 The Rise and Fall of Atlantic World Slavery
- AAS 372 African-American Identity
- HSTA 347 African-American Religious Experience: Voodoo, Muslim, Church
- AAS 391 Special Topics
- AAS/HSTA 415 The Black Radical Tradition
- AAS/HSTA 417 Prayer and Civil Rights
- HSTA 420 America Divided, 1848-1865
- AAS 491 Special Topics

## 2. Electives

**9 credits required from the following courses. At least two of the courses must be from different disciplines:**

### - Anthropology

- ANTY 122S Race and Minorities
- ANTY 349 Social Change in Non-Western Societies
- ANTY 330X Peoples and cultures of the world

### - Economics

- ECNS 217X (ECON 350) Economic Development

### - English

- LIT 343 (ENLT 337) African-American Literature
- LIT 420 (ENLT 421) Critical Theory

### - Geography

- GPHY 243X (GEOG 207S) Africa

### - History

- HSTR 262 (HIST 283H) Islamic Civilization: The Classical Age
- HSTA 344 (HIST 362) African-American Struggle for Equality
- HSTA 361 (HIST 361H) The American South: From Slavery to Civil Rights
- HSTA 382 (HIST 363H) History of American Law
- HSTR 388 (HIST 388H) Africa to 1880
- HSTR 409 (HIST 409) History of Southern Africa
- HSTA 418 (HIST 470) Women and Slavery
- HSTA 419 (HIST 471) Southern Women in Black and White
- HSTA 420 America Divided, 1848-1865

### - Modern Languages

- FRCH 391 (FREN 395) Special Topics: African-American Literature

### - Music

- MUSI 130L (MUS 132L) History of Jazz

### - Political Science

- PSCI 326H (PSC 326H) Politics of Africa

### - Sociology

- SOCI 220S(SOC 220S) Race, Gender and Class

- SOCI 325 (SOC 325) Social Stratification
- SOCI 443 (SOC 322) Sociology of Poverty

### 3. Exit Interview

minors must meet with the AAS coordinator to discuss their experience and primary learning from the program prior to graduation

### 4. Honors Designation

Students may elect to achieve an honors designation by writing a twenty-five-page research paper in which they develop an argument based on their class learning about a fundamental problem in the study of the African-American experience as part of a three-credit independent study.

### Courses

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

### African-American Studies (AAS) - Course Descriptions

141H, 191, 208H, 260, 262, 291, 342H, 343H, 347, 372, 391, 396, 409, 415, 417, 420, 495, 496, 562

### Faculty

#### Instructors

George Price, Ph.D., University of Montana, 2006

Tobin Miller Shearer, Ph.D., Northwestern University, 2008 (Director)

#### Emeritus Professor

Ulysses S. Doss, Ph.D., The Union Institute, 1974

## Department of Anthropology

- Special Degree Requirements
- Suggested Course of Study
- Courses
- Faculty

#### Gilbert Quintero, Chair

Anthropology is the study of people, both ancient and contemporary, in their biological, archaeological, cultural, and linguistic context. Anthropology uses a holistic approach to integrate findings from the social sciences, natural sciences, and the humanities. The primary educational mission of the Department of Anthropology is teaching, research, and professional service to impart the critical importance of understanding the human condition and its relevancy to an increasingly diverse world. To accomplish this task, the Department of Anthropology provides a curriculum that will help students understand and appreciate the range of human cultures as well as the significance of biological evolution of the human condition. Through our undergraduate and graduate programs students not only achieve a broad cross-cultural education, but prepare to apply their anthropological knowledge in their chosen career paths. A minor, Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees are offered in anthropology, with options or specializations available at every level. For undergraduates, the B.A. can include an option in Archaeology, Cultural and Ethnic Diversity, Forensic Anthropology, Linguistics, Medical Anthropology - or a general degree crafted to the interests of the student. Parallel missions to promote the study of human diversity and experience are advanced by the Linguistics Program, which is also housed in the Department. Additional offerings include certificates in Forensic Science and Historic Preservation; these certificates are interdisciplinary by nature, but are administered within the Anthropology Department.

#### Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See Index.

There are no prerequisites to the undergraduate major. The major requires 36 credits in Anthropology or Linguistics, 12 of which must be the core offerings. In addition to the core courses, students are required to have a course in quantitative methods. Students must complete the core courses and the quantitative course with a letter grade of "C-" (1.70) or better.

Of the remaining 24 credits, two upper-division courses (6 credits) must be selected from Subarea I with 3 credits from the theory section and 3 credits from the methods section. Six additional credits must be selected from two areas of Subareas II, III, or IV. Students must complete the undergraduate anthropology degree requirements by choosing 12 other elective credits in anthropology or approved cognate courses.

The 36 credits must include:

**Lower-Division Core Courses, 12 Credits**

- ANTY 210N (ANTH 210N) Introduction to Physical Anthropology, 3 cr.
- ANTY 220S (ANTH 220S) Culture & Society, 3 cr.
- ANTY 250S (ANTH 250S) Introduction to Archaeology, 3 cr.
- LING 270S Introduction to Linguistics, 3cr.

**Subarea I: Theory and Methods, 6 Credits**

**Anthropological Theory:**

- ANTY 312 (ANTH 410) Human Evolution
- ANTY 400 (ANTH 400) History of Anthropology
- ANTY 403E (ANTH 403E) Ethics and Anthropology
- ANTY 404 (ANTH 404) Anthropological Museology
- ANTY 415 (ANTH 415) Emergence of Modern Humans
- ANTY 430 (ANTH 430) Social Anthropology
- ANTY 450 (ANTH 450) Archaeological Theory
- ANTY 456 (ANTH 456) Historic Sites Archaeology
- ANTY 458 (ANTH 458) Archaeology of Hunter-Gatherers
- LING 472 Generative Syntax

**Anthropological Methods:**

- ANTY 402 (ANTH 448) Quantitative Ethnographic Methods
- ANTY 408 (ANTH 402) Advanced Anthropological Statistics
- ANTY 412 (ANTH 412) Osteology
- ANTY 413 (ANTH 413) Forensic and Mortuary Archaeology
- ANTY 416 (ANTH 416) Dental Anthropology
- ANTY 431 (ANTH 431) Ethnographic Field Methods
- ANTY 451 (ANTH 451) Cultural Resource Management
- ANTY 454 (ANTH 454) Lithic Technology
- ANTY 455 (ANTH 455) Artifact Analysis
- ANTY 466 (ANTH 466) Archaeological Survey
- ANTY 476 (ANTH 476) Methods for Teaching Native Languages
- ANTY 495 (ANTH 487) Field Experience
- LING 475 Linguistic Field Methods

**Subarea II, III, IV, 6 Credits from two areas**

**Subarea II: Human Adaptation and Diversity**

- ANTY 122S (ANTH 102S) Race and Minorities

- ANTY 133H (ANTH 103H) Food and Culture
- ANTY 211N (ANTH 211N) Anthropological Genetics
- ANTY 227 (ANTH 201) Human Sexuality
- ANTY 310 (ANTH 310) Human Variation
- ANTY 333 (ANTH 343) Culture and Population
- NASX 388 (ANTH 388X) Native American Health and Healing
- ANTY 417 (ANTH 417) Adaptation and Nutritional Anthropology
- ANTY 418 (ANTH 418) Ecology and Genetic Variation in Human Populations
- ANTY 426 (ANTH 444) Culture, Health, and Healing

### **Subarea III: World Societies and Cultures**

- ANTY 141H (ANTH 106H) The Silk Road
- ANTY 241H (ANTH 214) Central Asia: People and Environments
- ANTY 251H (ANTH 251H) Foundations of Civilization
- ANTY 254H (ANTH 252H) Archaeological Wonders of the World
- ANTY 323X (ANTH 323X) Native Peoples of Montana
- ANTY 330X (ANTH 330X) Peoples and Cultures of the World
- ANTY 347 (ANTH 346) Central Asia and Its Neighbors
- ANTY 351H (ANTH 351H) Archaeology of North America
- ANTY 352X (ANTH 352X) Archaeology of Montana
- ANTY 353 (ANTH 353) Paleoindian Archaeology
- ANTY 354H (ANTH 354H) Mesoamerican Prehistory
- ANTY 442 (ANTH 462) Cities and Landscapes of Central Asia
- ANTY 444 (ANTH 461) Artistic Traditions of Central and Southwest Asia
- ANTY 457 (ANTH 457) Archaeology of the Pacific Northwest
- ANTY 459 (ANTH 459) Archaeology of the Arctic and Subarctic
- ANTY 465X (ANTH 357X) Archaeology of the Southwest

### **Subarea IV: Concepts and Issues**

- ANTY 311 (ANTH 411) Primatology
- ANTY 314 (ANTH 314) Principles of Forensic Anthropology
- ANTY 326E (ANTH 385E) Indigenous Peoples and Global Development
- ANTY 336 (ANTH 326) Myth, Ritual and Religion
- ANTY 349 (ANTH 329) Social Change in Non-Western Societies
- ANTY 422 (ANTH 422) Mind, Culture and Society
- ANTY 423 (ANTH 328) Culture and Identity
- ANTY 427 (ANTH 327) Anthropology of Gender
- ANTY 435 (ANTH 445) Drugs, Culture and Society
- ANTY 440 (ANTH 340) Contemporary Issues of Southeast Asia
- LING 470 Linguistic Analysis
- LING 473 Language and Culture
- LING 474 Historical Linguistics
- LING 476 Child Language Acquisition
- LING 477 Bilingualism
- LING 479 Pragmatics
- LING 484 North American Indigenous Languages and Linguistics
- LING 489 Morphology
- NASX 306X (ANTH 341X) Contemporary Issues of Native Peoples

**Anthropology or cognate electives, 12 Credits**

**Upper-Division Writing Expectation**

The upper-division writing expectation must be met either by taking an upper-division writing course from the approved list in the Academic Policies and Procedures section of this catalog (see index), or by taking one of the following courses: ANTY 314, 400, 408, 402, 403E, 450, 451 and 455 (ANTH 314, 400, 402, 448, 450, 451, and 455); LING 473 & 484.

**Archaeology Option**

For a degree in anthropology with an option in archaeology, the student must meet all the general requirements for the major and the following courses:

- Archaeology Core Courses (9 credits). One course from each of the following lists:
  - Area (3 credits): ANTY 351H (ANTH 351H), ANTY 352X (ANTH 352X), ANTY 353 (ANTH 353), ANTY 354H (ANTH 354H), ANTY 465X (ANTH 357), ANTY 451 (ANTH 451), ANTY 457 (ANTH 457), ANTY 459 (ANTH 459).
  - Theory (3 credits): ANTY 450 (ANTH 450), ANTY 456 (ANTH 456), ANTY 458 (ANTH 458).
  - Method (3 credits): Any archaeological field school, ANTY 454 (ANTH 454), ANTY 455 (ANTH 455), ANTY 466 (ANTH 466), ANTY 467 (ANTH 467).
- Complete 6 credits in one of the following allied disciplines: Biology, Geography, or Geology
- Complete 6 credits in one of the following allied disciplines: Computer Science, Environmental Studies, Forestry, History, Mathematical Sciences, or Native American Studies.

**Cultural and Ethnic Diversity Option**

For a degree in anthropology with an option in cultural and ethnic diversity the student must meet all the general requirements for the major and the following courses:

- ANTY 122S (ANTH 102S) Race and Minorities
- ANTY 310 (ANTH 310) Human Variation
- ANTY 423 (ANTH 328) Culture and Identity
- ANTY 330X (ANTH 330X) Peoples and Cultures of the World
- Complete 6 credits, with advisor approval, in one of the following disciplines: anthropology, history, or sociology
- Complete 6 upper-division credits, with advisor approval, in one of the following allied disciplines: African-American Studies, Asian Studies, Native American Studies or Women's Studies.

**Forensic Anthropology Option**

For a degree in anthropology with an option in forensic anthropology, the student must meet all the general requirements for the major and the following courses:

- CJUS 125N (ANTH 286N) Fundamentals of Forensic Science
- ANTY 310 (ANTH 310) Human Variation
- ANTY 314 (ANTH 314) Principles of Forensic Anthropology
- ANTY 412 (ANTH 412) Osteology or ANTY 413 (ANTH 413) Forensic and Mortuary Archaeology
- SOCI 211S (SOC 230S) Introduction to Criminology or SOCI 221 (SOC 235) Criminal Justice System
- Complete 12 credits in additional courses in subjects relevant to the forensic sciences chosen in consultation with the advisor, such as (but not limited to) archaeology, physical anthropology, biology, chemistry, criminology, drawing, geology, pharmacy, photography, public speaking, or psychology.

**Linguistic Option**

For a degree in anthropology with an option in linguistics, the student must meet all the general requirements for the major and complete an additional 12 credits from the following courses:

- LING 470 Linguistic Analysis
- LING 473 Language and Culture
- Any two classes from the following:

- LING 375X
- LING 472
- LING 474
- LING 475
- LING 476
- LING 477
- LING 478
- LING 484
- LING 489

### Medical Anthropology Option

For a degree in anthropology with an option in medical anthropology, the student must meet all the general requirements for the major and complete an additional 12 credits. The student must take:

- ANTY 426 (ANTH 444) Culture, Health and Healing
- And any three classes from the following:
  - ANTY 333 (ANTH 343) Culture and Population
  - ANTY 336 (ANTH 326) Myth, Ritual and Religion
  - NASX 388 (ANTH 388X) Native American Health and Healing
  - ANTY 418 (ANTH 418) Ecology and Genetic Variation in Human Populations
  - ANTY 422 (ANTH 422) Mind, Culture and Society
  - ANTY 435 (ANTH 445) Drugs, Society and Culture

### Suggested Course of Study

Anthropology is an interconnected discipline and majors are urged to acquire a broad background especially in the natural and social sciences and the humanities. Recommended areas of study are biology, economics, English, geography, geology, history, communication studies, linguistics, Native American studies, philosophy, political science, psychology, religious studies, and sociology.

### Suggested course of study for students selecting the general curriculum in Anthropology without an option:

<b>First Year</b>	<b>A</b>	<b>S</b>
ANTY 250S (ANTH 250S) Introduction to Archaeology	-	3
ANTY elective	3	-
WRIT 101 (ENEX 101) College Writing I	3	-
M 115 (MATH 117) Probability and Linear Mathematics	3	-
General Education	6	9
Elective	-	3
Total	15	15
<b>Second Year</b>		
ANTY 210N (ANTH 210N) Introduction to Physical Anthropology	3	-
ANTY 220S (ANTH 220S) Culture & Society	3	-
LING 270S Introduction to Linguistics	-	3
ANTY electives	3	3
General Education	6	9
Total	15	15
<b>Third Year</b>		
ANTY Subarea I, theory, course	3	-
Upper-division ANTY courses, subareas III, IV, or V	6	-
Statistics course	-	3
Upper-division electives	-	12
Electives	6	-
Total	15	15
<b>Fourth Year</b>		
ANTY Subarea II, methods, course	3	-
Upper-division electives	12	-
Electives	-	15
Total	15	15



**Suggested course of study for students completing the archaeology option:**

	<b>First Year</b>	<b>A</b>	<b>S</b>
ANTY 250S (ANTH 250S) Introduction to Archaeology		-	3
WRIT 101 (ENEX 101) College Writing I		3	-
M 115 (MATH 117) Probability and Linear Mathematics		3	-
ANTY elective		3	-
General Education		6	9
Elective		-	3
<b>Total</b>		<b>15</b>	<b>15</b>
	<b>Second Year</b>		
ANTY 210N (ANTH 210N) Introduction to Physical Anthropology		3	-
ANTY 220S (ANTH 220S) Culture and Society		3	-
LING 270S Introduction to Linguistics		-	3
ANTY electives		3	6
General Education		6	6
<b>Total</b>		<b>15</b>	<b>15</b>
	<b>Third Year</b>		
ANTY 450 (ANTH 450) Archaeological Theory		3	-
ANTY 455 (ANTH 455) Artifact Analysis (or ANTY 466 (ANTH 466) in the fall)		-	3
Upper-Division ANTY courses		3	3
ANTH elective		3	-
Statistics course		-	3
Allied discipline courses (biology computer science, environmental studies, forestry, geography, geology, history, mathematics)		6	6
<b>Total</b>		<b>15</b>	<b>15</b>
	<b>Fourth Year</b>		
ANTY 351H or 352X, 354H, 353, 465X, 451, 457, 459 (ANTH 351H or 352X, 354, 353, 357, 451, 457, 459)		3	-
Electives		12	15
<b>Total</b>		<b>15</b>	<b>15</b>

**Suggested course of study for students completing the forensic anthropology option:**

	<b>First Year</b>	<b>A</b>	<b>S</b>
ANTY 210N (ANTH 210N) Introduction to Physical Anthropology		3	-
ANTY 213N Introduction to Physical Anthropology Lab		1	-
ANTY 220S (ANTH 220S) Culture & Society		3	-
ANTY 250S (ANTH 250S) Introduction to Archaeology		-	3
LING 270 Introduction to Linguistics		-	3
WRIT 101 (ENEX 101) College Writing I		3	-
M 115 (MATH 117) Probability and Linear Mathematics		-	3
SOCI 101S (SOC 110S) Principles of Sociology		-	3
General Education		6	3
<b>Total</b>		<b>16</b>	<b>15</b>
	<b>Second Year</b>		
CJUS 125N (ANTH 286N) Fundamentals of Forensic Science		3	-
SOCI 221 (SOC 245) Criminal Justice System		-	3
ANTY 211N (ANTH 211N) Human Genetics (recommended, otherwise an elective)		-	3
Forensic Science related course(s)		3-5	3-5
General Education		3	3
General Education writing class one semester and an elective the other		3	3
Elective		1-3	
<b>Total</b>		<b>15-</b>	<b>15-</b>
		<b>17</b>	<b>17</b>
	<b>Third Year</b>		
ANTY 401 (ANTH 401) Anthropological Data Analysis (or another statistics course)		3	-
ANTY 314 (ANTH 314) Principles of Forensic Anthropology		3	-
ANTY 310 (ANTH 310) Human Variation		-	3
Upper-division ANTY courses		3	3
Writing Proficiency Assessment		-	-
Forensic Science related course		3	3
Upper division elective		-	3
Elective		-	3
<b>Total</b>		<b>15</b>	<b>15</b>
	<b>Fourth Year</b>		
ANTY 412 (ANTH 412) Osteology in the Autumn or ANTY 413 (ANTH 413) Forensic and Mortuary Archaeology in the Spring and an upper division ANTY elective the other semester		3	3
ANTH theory course (Subarea I Anthropological Theory) either semester and an upper division ANTY elective the other semester		3	3
CJUS 488 (ANTH 488) Forensic Science Beyond the Crime Lab (recommended otherwise an upper division elective) either semester and an elective the other semester		3	3
Upper division elective		3	3